


The Effective Implementation of Standards

How to Achieve the Promise of Standards

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Purpose

The purpose of today's presentation is to provide information about the following aspects of implementing standards.

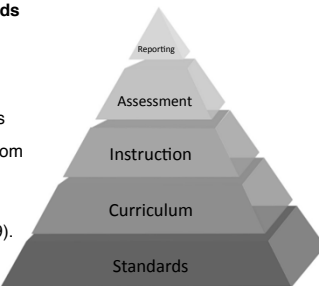
- The ROLE standards play in supporting student learning
- HOW educators use standards
- The SUPPORT teachers need
- The IMPACT new standards have on schools and districts.


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The Role of Standards

Key Points about Standards

- Not the curriculum.
- Provide a baseline foundation.
- High-performing schools have a guaranteed and viable curriculum built from standards.
- Educators must use standards to build the system. (Marzano, 2009).




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Continuum of Implementation

When the System is Not Driven by Standards


1. No Standards
 - No defined or consistent standards across classrooms. Standards are not considered when designing or implementing curriculum, instruction, or assessment.
2. Standards-Mapped
 - Standards are attached to or mapped onto existing curriculum, instruction, and assessment resources.

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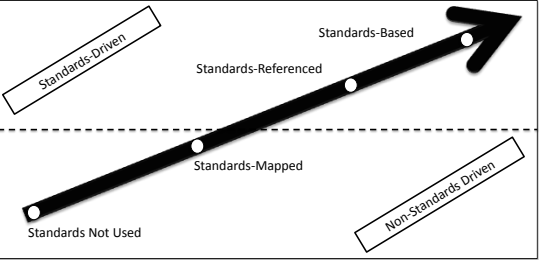
Continuum of Implementation

Standards-Driven System

3. Standards-Referenced
 - Standards are used to create or design curriculum, instruction, and assessment resources.
4. Standards-Based
 - Standards are used to ensure that students master / achieve proficiency of the knowledge and skills within the standards.

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Continuum of Implementation



Standards-Driven


Standards-Based

Standards-Referenced

Standards-Mapped

Standards Not Used

Non-Standards Driven

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How to use standards

What do teachers need to know and be able to do?

- Deeply *know* the standards they teach.
- Know the standards *across grade levels*.
- *Apply* the standards to do the following:
 - Create curricular scope and sequences
 - Write units of study
 - Design and implement lessons
 - Create and validate assessments
 - Analyze student work and data

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How to use standards

What do teachers need to know about any single standard?

- Knowledge and concepts
- Skills and processes

Essential Standard:
 6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.

Concept(s): Conflict, migration, continuity and change, innovation and technology

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How to use standards

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How to implement standards

Content Domain	Content Domain	Content Domain	Literacy Standard
Content Standard	Content Standard	Content Standard	Literacy Standard
Content Standard	Content Standard	Content Standard	Literacy Standard
Content Standard	Content Standard	Content Standard	Literacy Standard
Content Standard	Content Standard	Content Standard	Literacy Standard
Content Standard	Content Standard	Content Standard	Literacy Standard
Content Standard	Content Standard	Content Standard	Literacy Standard
Content Standard	Content Standard	Content Standard	Literacy Standard

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How to implement standards

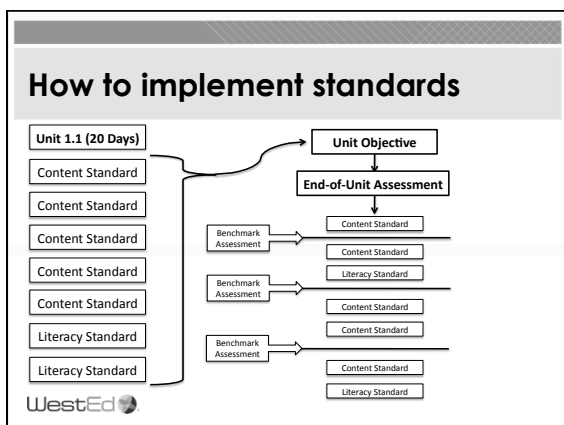
Grade 9	Grade 10	Grade 11	Grade 12
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard		Content Standard	

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How to implement standards

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard	Literacy Standard	Content Standard	Content Standard
Literacy Standard		Literacy Standard	Literacy Standard
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard	Content Standard	Content Standard	Content Standard
Content Standard	Literacy Standard	Content Standard	Literacy Standard
Literacy Standard	Literacy Standard	Literacy Standard	Literacy Standard

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Overview of Supports

What SUPPORTS do teachers need?

- *Time* to make sense of the standards.
- *Guided facilitation* to do the following:
 - Create scope and sequences
 - Write units of study
 - Design lessons
 - Create and validate assessments
 - Analyze student work and data
- Opportunities to continually *review*.

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Impact of New Standards

What is the potential IMPACT of new standards

- Level 1 - No impact
- Level 2 – Realigning or Remapping
- Levels 3 and 4 – Redesigning and rewriting curriculum, instruction and assessment materials

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